



IMPROVING THE OBSERVATION AND FEEDBACK SKILLS OF PRINCIPALS

July 27, 2015

Missouri Department
of Elementary and Secondary Education

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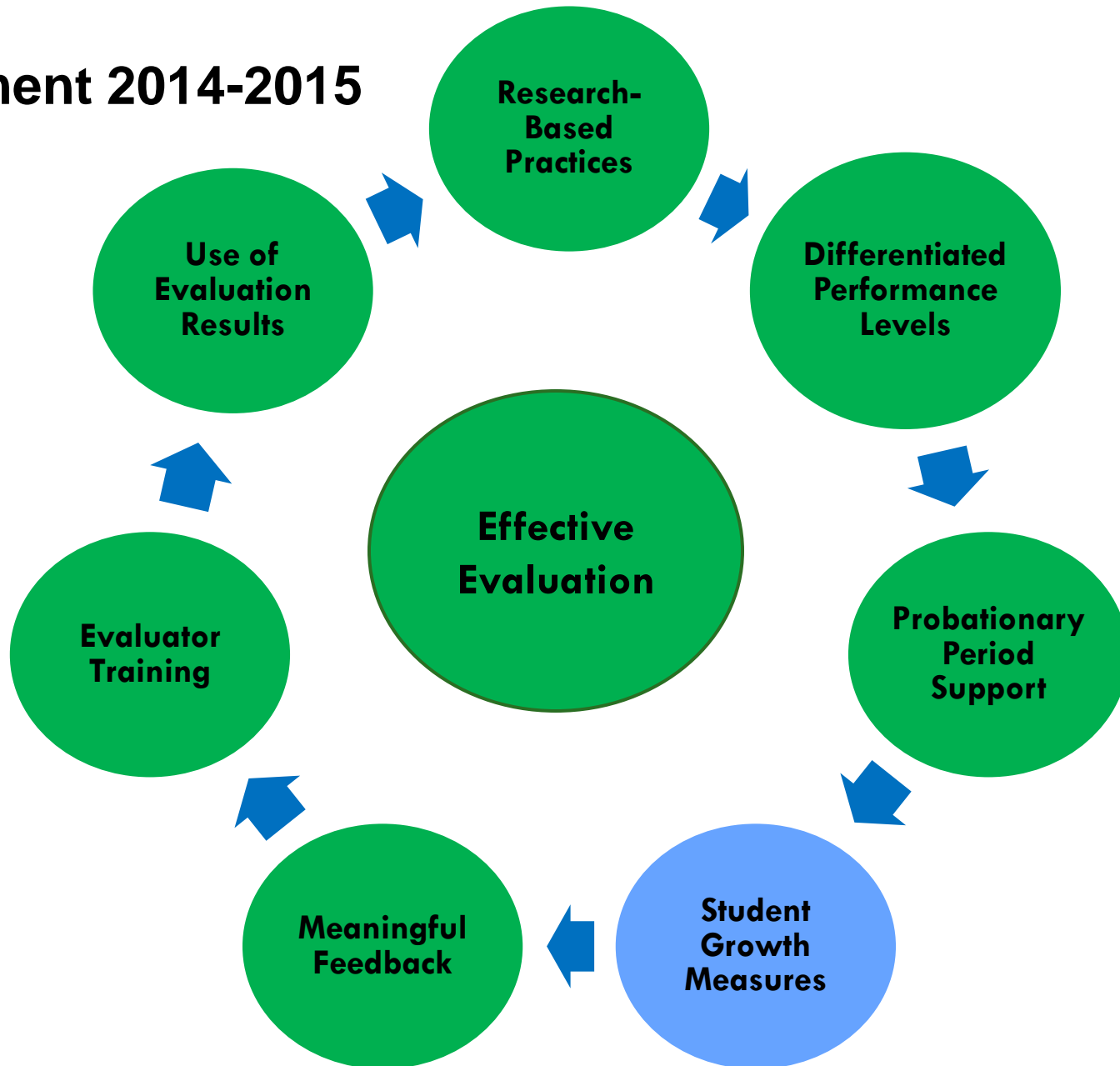


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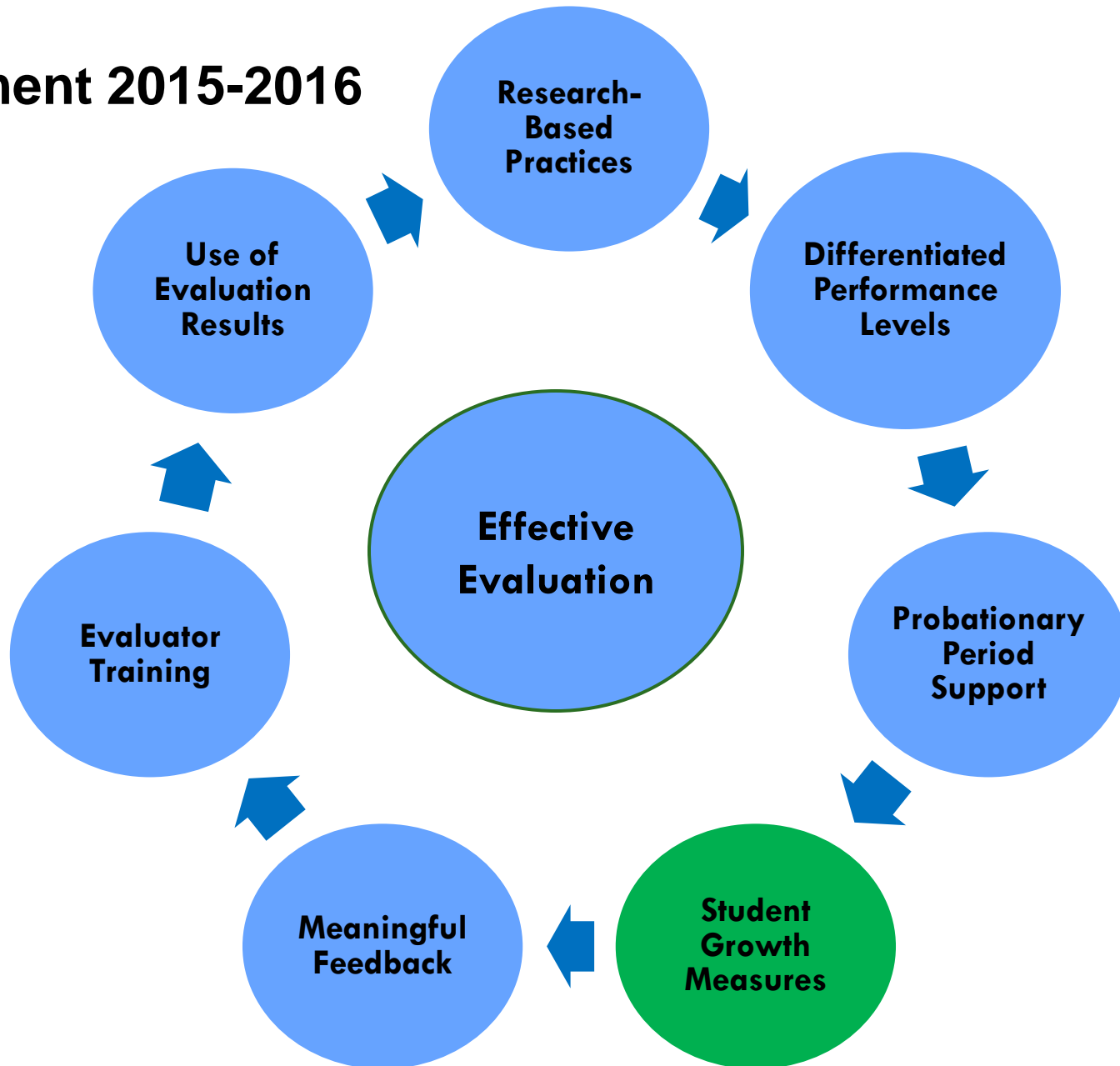
IMPORTANT REMINDERS

- *Alignment to **6 of 7 Essential Principles** last year;
Alignment to **7th principle** this year*
- *Completion of **Screen 18a** was required by **JUNE 30**
– Please do so if you have not already*
- *Student Growth Data is collected on **ALL teachers** at
ALL grade levels in ALL content areas beginning
this year*

Implement 2014-2015



Implement 2015-2016



**Missouri Department of Elementary and Secondary Education
Core Data Collection System
Screen 18A - Educator Evaluation**

Year: 2016

District: 001090

1000 CENTRAL OFFICE

Evaluation Model Used by District:

- ☐ Missouri Model Evaluation System
- ☐ Revised version of Missouri Model
- ☐ NEE Model (University of Missouri)
- ☐ Marzano Model
- ☐ Danielson Model
- ☐ District-created model based on Missouri Teacher and Leader Standards
- ☐ District-created model based on district standards
- ☐ Other
- ☐ No Evaluation System Implemented

TEACHER EVALUATION SYSTEM DESCRIPTION:

USED FOR:

Teacher Development --
 Compensation --
 Promotion --
 Retention --
 Removal --

STUDENT DATA INCLUDED:

Student Achievement --
 Student Growth Data --

Student growth data used for state tested content and grade levels --
 Teachers of state tested content and grade levels have access to student growth data from the Mo Growth Model --
 Student growth data used for non-state tested content and grade levels --
 Does your district evaluation system have multiple differentiated performance levels for teachers? --

NUMBER OF TEACHERS BY RATING/LEVEL : (Number of Teachers reported in MOSIS =)

List the names of the performance levels used in your district evaluation system in the description and identify the number of teachers rated at each performance level. Teacher Rating 1 is the lowest rating level.

TEACHERS			Rating 1	Rating 2	Rating 3	Rating 4	Rating 5	Rating 6	Rating 7
Description	Not Evaluated	Evaluated but Not Ranked							
Number									

Publicly Reported --

PRINCIPAL EVALUATION SYSTEM:

USED FOR:

Teacher Development --
 Compensation --
 Promotion --
 Retention --
 Removal --

STUDENT DATA INCLUDED:

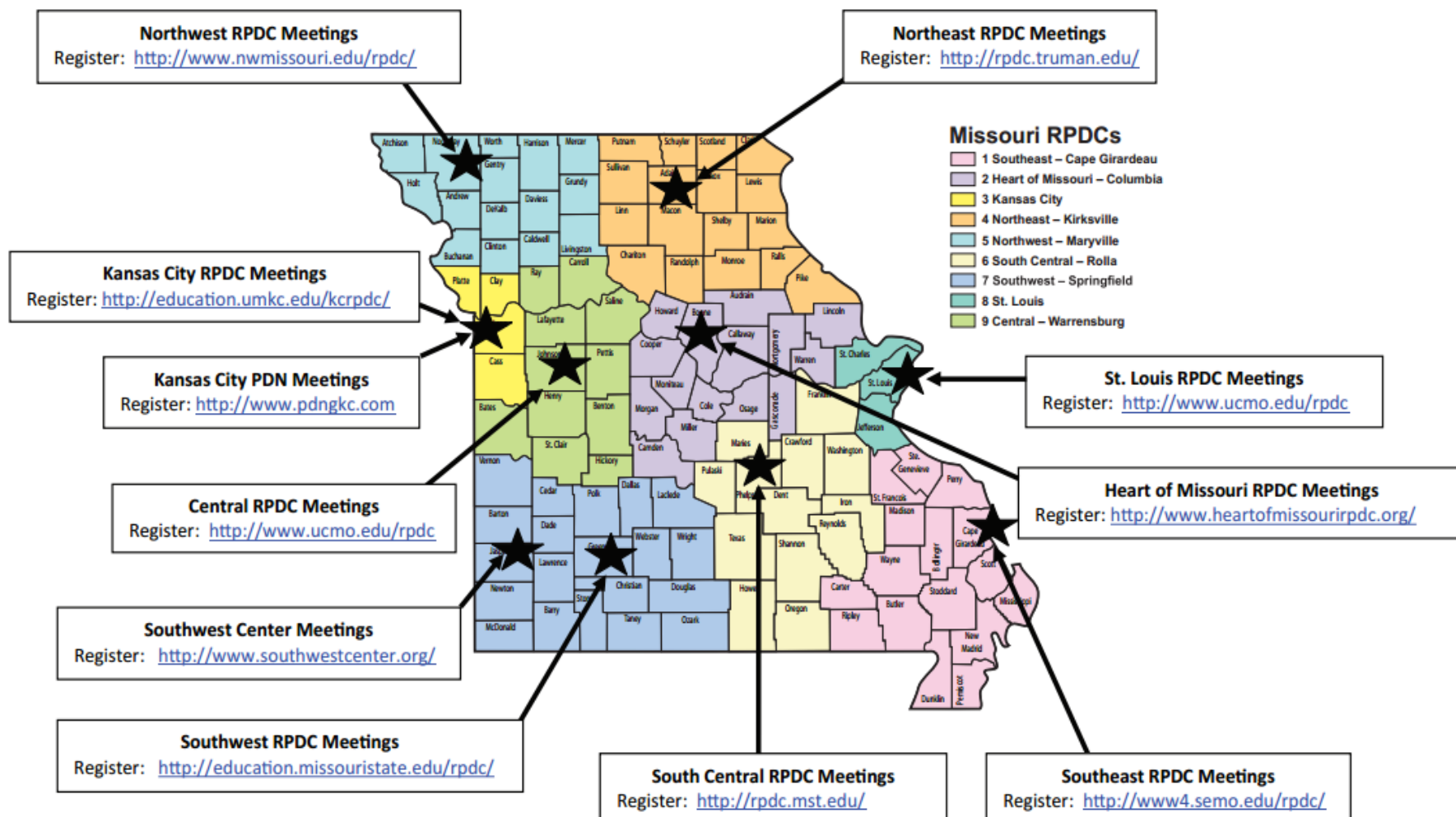
Student Achievement --
 Student Growth Data --

**CORE DATA
SCREEN 18A**

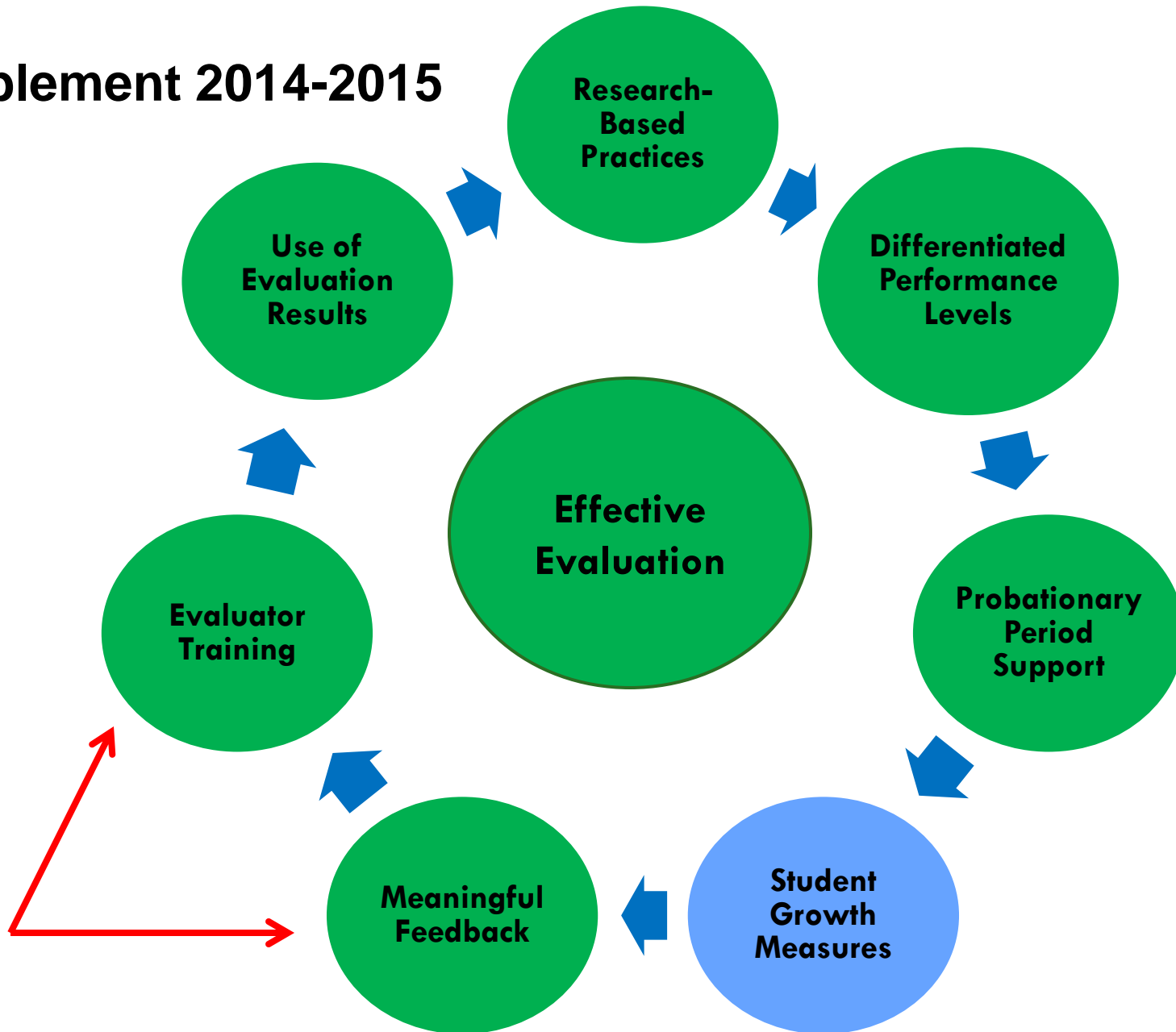
The Timeline



- **2015-2016** *Growth data on the students of all teachers is collected (1st year)*
- **Spring 2016** *Share plan for how performance ratings will be based on student growth*
- **2016-2017** *Growth data on the students of all teachers is collected (2nd year)*
- **Spring 2017** *Growth data rating is included on the summative*
- **2017-2018** *Employment determinations are based on the previous year's evaluation data, including student growth measures*



Implement 2014-2015

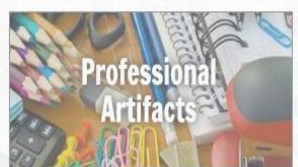


Missouri Observation Simulation Tool MOST

Welcome to the new dese.mo.gov. We hope you enjoy the new and improved website, and we welcome your feedback.



Educator Growth TOOLBOX



A one-stop destination where Missouri educators can find all of the tools they need to enhance educator effectiveness. Select an icon above to open the Toolbox and find resources on evaluation, observations, professional learning, and more.

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65102-0480

573-751-4212

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Commissioner of Education
Communications
Organizational Chart
State Board of Education
Vision, Mission, Goals

Resources

Data Acquisition Calendar
MCDS Portal
Missouri Learning Standards
Top 10 by 20
Web Applications
Employee Email Access

Social Links



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Observations & Feedback

[Home](#) » [Educator Growth Toolbox](#)

Guidance

- [Guidelines for Evaluator Training](#)
- [Guidelines for Meaningful Feedback](#)
- [MET-Research for Video Observations](#)
- [Module 4 – Evaluator Training and Feedback Materials](#)
- [Module 4 – Evaluator Training and Feedback PowerPoint](#)

Training

- [Missouri Observation Simulation Tool \(MOST\) – click here to register for free!](#)
- [Regional Training Locations](#)
- [Regional Training Dates](#)
- [SLO - Frequently Asked Questions](#)

Monitoring

[Essential Principles](#)[Model Evaluation System](#)[Observations & Feedback](#)[Student Growth Data](#)[Surveys](#)[Professional Artifacts](#)[Professional Learning](#)

MISSOURI OBSERVATION SIMULATION TOOL

Getting The **MOST** Out Of Missouri Education



Welcome to the Missouri Observation Simulation Tool! MOST offers administrators a chance to practice assessing teacher performance in the classroom and providing meaningful feedback based on that assessment.

New User

Email Address:

First Name:

Last Name:

Password:

District:

Position:



[Privacy & Terms](#)

 **reCAPTCHA**
stop spam.
read books.

[Need Help logging in?](#) [Register](#)

Returning User

Email Address:

Password:

[Forgot Password](#) [Login](#) 



Can I run
this app?
FIND OUT NOW »

[Click to learn more!](#)

MOST

MOST supports districts and LEAs with implementation of the **Essential Principles** by allowing administrators to do the following:

- Practice observing teacher performance on a specific quality indicator using a bank of short, targeted videos
- Practice assigning a performance rating for each video and giving feedback to the featured teacher
- View a comparison of the assigned performance rating to a Master Score and other scores statewide

[Support for Essential Principles](#)

[Tips for Use](#)

[FAQs](#)



COMPATABILITY:

MyLearningPlan

ETS Classroom Video Library

Training Plans

[Click here to access training plans](#)

Plan Name	Status	Last Accessed	Type
Family and Consumer Science Grade 6-8	In Progress	Jun/01/2015	Training
Math Grade K-5.4	In Progress	Jun/01/2015	Training
Special Education Grade K-5.2	In Progress	Jul/06/2015	Training
Special Education Grade K-5.3	In Progress	Jul/06/2015	Training
English Language Arts Grade 6-8	In Progress	Jun/01/2015	Training
Science Grade K-5.3	In Progress	Jun/01/2015	Training
Science Grade K-5.1	In Progress	Jul/06/2015	Training
Physical Education Grade K-5	In Progress	Mar/10/2015	Training
Social Studies Grade 11-12	In Progress	Mar/10/2015	Training
Music Grade 6-8	In Progress	Mar/10/2015	Training
Writing Grade 3	In Progress	Mar/10/2015	Training
Social Studies Grade 9-12	In Progress	Mar/10/2015	Training
Science Grade K-5.2	In Progress	Jul/06/2015	Training
Special Education Grade K-5.1	In Progress	Jul/06/2015	Training
Reading Grade 6	In Progress	Mar/10/2015	Training
English Language Arts Grade 5	In Progress	Jul/06/2015	Training
Math Grade K-5.2	In Progress	Jun/25/2015	Training
Social Studies Grade 6-8	In Progress	Jun/01/2015	Training
Math Grade K-5.1	In Progress	Mar/10/2015	Training
English Language Arts Grade 11-12	In Progress	Jun/01/2015	Training
Science Grade MS	In Progress	Jul/06/2015	Training

Important Messages for you!

See these important notes

MOST has gone through continuous improvement!



Check out the new site with more videos, each video now has its own observation form, and growth guide to assist you in improving your observation and feedback skills.



MOST has gone through continuous improvement!


Check out the new site with more videos, each video now has its own observation form, and growth guide to assist you in improving your observation and feedback skills.


Important Resources

Good resources for you!

Training and Calibration Description for Educators	 Instructions for using the MOST (Missouri Observation Simulation Tool)
Observation Form-Reference Sheet	 Descriptions of Strategies and Delivery Methods, Student Engagement and Depth of Knowledge

Training and Calibration Description for Educators	 Instructions for using the MOST (Missouri Observation Simulation Tool)
Observation Form-Reference Sheet	 Descriptions of Strategies and Delivery Methods, Student Engagement and Depth of Knowledge

Observation Form  Observation Form to Evaluate Educators

Observation Form  Observation Form to Evaluate Educators

Participant Created Plans

[Click here to create your own](#)

Plan Name	Date Created	Status	Last Accessed	Type		
No Active Plans Available						
						Create New Plan

Plan Name	Date Created	Status	Last Accessed	Type		
No Active Plans Available						
						Create New Plan

MOST (Missouri Observation Simulation Tool)

Training and Calibration Description for Educators

Background

The Missouri Observation Simulation Tool (MOST) is intended to give administrators and teachers assistance in **calibrating observations** for the purpose of **inter-rater reliability** regarding **classroom observations**. Not all of the selected videos are exemplary examples, but rather give a realistic practice session to educators for calibrating purposes.

Two of the Department of Elementary and Secondary Education's seven principles from the Missouri Educator Evaluation System state that all Missouri districts will incorporate an evaluation system that:

- Provides ongoing, timely, deliberate and meaningful feedback on performance relative to research-based targets and
- Requires standardized, initial and periodic training for evaluators to ensure reliability and accuracy

MOST assists districts with these two principles. This document provides information about how videos were selected, scored and viewed by a group of Missouri Educators. It also provides strategies to use for calibration activities. In MOST, you will see sample scores and observation forms to be used as a guideline and point of discussion. Finally, this document gives educators specific support by providing examples of feedback that could be used with teachers following classroom observations.

Purpose

The overall purpose of observing and giving feedback is to affirm best practices used and help improve teaching quality. The purpose of MOST is to give evaluators practice in articulating strategies being used and the effectiveness of those strategies. It also gives evaluators practice in providing meaningful feedback to help teachers improve their practice. MOST gives administrators common language and consistency in teacher observations in a particular district.

Process of Preparing MOST for Missouri Educators

Missouri educators, including teachers, administrators, consultants, association representatives and retired educators gathered to view and score videos in an exercise to increase inter-rater reliability. This group is referred to as the "master coder". Scores from the "master coder" and observation forms were completed to provide a common baseline for discussion and calibration purposes. While those using MOST may vary in their ratings from the "master coder", they should consider the justification, comments and feedback provided by this group. It should be noted that MOST is a training tool, and its main purpose is to provide some structure for educators to have common discussion about classroom observations and research-based strategies. The final outcome of the completed observation form, the score and the feedback

to teachers may not necessarily be the same, depending upon the conversation had in various districts among different educators.

Strategies for Calibration Activities – MOST Observation Form

A variety of inter-rater reliability activities can be used with a group of educators, to come to consensus on articulating what is observed and providing feedback relative to research-based targets. Depending on the size and make-up of the group, educators may use any of the following strategies or others to facilitate discussion which will lead to calibration.

- Hand out MOST Observation Form Reference Sheet and discuss definitions of Strategies and Delivery Methods. Reflective questions to facilitate discussion about the definitions could include:
 - What are some of the strategies and delivery methods that might look similar to an observer? What are some key differences in those (i.e. group work and cooperative learning)?
 - What is an example of something that could be going on in a lesson which would involve more than one strategy and/or delivery method?
- Point out that the intent is not to find all of the strategies or delivery methods you can, rather to **indicate the most prevailing ones observed** in that lesson. If a delivery method is being used for only one minute of a twenty-minute lesson, you would not indicate that on the observation form, as that is not a prevailing strategy being used by the teacher.
- For each strategy or delivery method selected, first discuss Level of Engagement definitions and what that means. Discuss what it would look like in an observation if there was "high" engagement, "moderate," "low," and "disengaged."
- After selecting a level of engagement then discuss Depth of Knowledge. Educators may want to have more training on DOK levels at this time or at another time. The more observers and teachers understand different levels, and how to move students to higher levels, the more impactful lessons will be.
- Show MOST video in its entirety. (No video is more than 15 minutes in length and videos are numbered to help with organization.)
- At the end of the video, participants should indicate which strategies **they saw**. If there is disagreement, conversation should continue about which are most prevalent.
- Participants then should indicate the level of engagement for each strategy. This could be done using clickers, post-it notes or other methods, but participants should have the opportunity to share why they chose the level of engagement they did. After discussing it, the group may want to "re-vote" for their level of engagement. The benefit is in the discussion and conversation, as this is where calibration and inter-rater reliability occur.
- The same process (clickers, etc.) should be used to determine DOK level. Again, conversation should occur so that participants can hear other points of view, and eventually inter-rater reliability occurs.
- Finally, discussion should be held about what comments will be made in the observations section of the form and the feedback section of the form. Observers

Observation Form – Reference Sheet

Strategies and Delivery Methods

Indicate which strategies and delivery methods are most prevalent in this lesson. It is not necessary to select all that were evident, just the prevailing ones.

Advanced/Graphic Organizers:

- Advanced - An instructional unit that is used before direct instruction or before a new topic; allows the learner to recall and transfer prior knowledge to the new information being presented in the lesson
- Graphic - a visual communication tool using symbols to convey meaning, express ideas, or depict relationships between facts, terms, and/or ideas within a learning task
- May be referred to as knowledge maps, concept maps, story maps, cognitive organizers, or concept diagrams.

Class Discussion: Dialogue among students and teacher

- Open-ended questions are used and students are encouraged to ask questions of each other

Cooperative Learning: Students with assigned roles working together as partners or in structured small teams on clearly defined learning tasks

- Students may be responsible for each other's learning and are held individually accountable for the group's success. Examples include think-pair-share, round robin, jigsaw, inside/outside circle, etc.

Group Work: Students working together in partners or small groups

- Groups of students sitting together doing their own work who are free to talk with each other as they work
- Groups of students completing a project together without clear identification of roles

Guided Practice: Teacher-led short activities with students attempting the task at hand

- The teacher must closely monitor what the students are doing to see that the instruction has "taken." Mistakes need to be corrected if seen by the teacher

Hands-On/Active Learning: Instructional activities that include both content and process promoting student discussion

Independent Student Work:

- Individual work – worksheets, activities, or textbook reading assigned for individual practice or study
- Distance Learning – Usually involves a situation in which the teacher and students are separated by time, location, or both
 - It can be used to supplement or enhance curriculum and assessment through real-time electronic field trips or videoconferencing, to deliver and/or receive courses in real time from remote sites, or to take online courses.

Learning Centers: Designated classroom areas where students partake in specific learning activities

Lecture: Delivery of information to a group by the teacher

- teacher-controlled

Nonlinguistic Representations: Students acquire and retain knowledge through visual imagery, kinesthetic activity, auditory experiences, and so forth. Students may create concept maps, idea webs, dramatizations, or computer simulations to represent their thinking.

Peer Evaluation: Instructional activities, such as peer review, peer assessment, peer tutoring, and peer editing, designed to give students real responsibility to assess and provide feedback

Project Based Learning: A teaching method that requires students to use knowledge and skills they have acquired or need to develop to solve a real-world problem through an extended inquiry process.

Question/Answer: An expression of inquiry that calls for a reply

Similarities/Differences: Students identify similarities and differences using or creating comparisons, classifications, metaphors, or analogies.

Student Presentations: Students present projects, experiences, or discoveries to their classmates in a formal setting

Summarizing/Note Taking: Students learn to identify the most important aspects of what they are learning by taking notes or summarizing material

Student Engagement

Student Engagement High: This means that there is evidence that 75-100% of the students were physically and/or cognitively participating in the content.

Student Engagement Moderate: This means that there is evidence that 50-75% of the students were physically and/or cognitively participating in the content.

Student Engagement Low: This means that there is evidence that 25-50% of the students were physically and/or cognitively participating in the content.

Student Engagement Disengaged: This means that there is evidence that 0-25% of the students were physically and/or cognitively participating in the content.

Depth of Knowledge

Depth of Knowledge Recall: Generally requires students to identify, list, or define facts, terms, concepts, trends, generalizations and theories. If the knowledge necessary to answer an item automatically provides the answer to the item, then the item is Level 1. **Simple; one-step**

Depth of Knowledge Skill Concept: Generally requires students to USE information or conceptual knowledge. For example, students may contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. More complex; more than one step

Depth of Knowledge Strategic Thinking: Generally requires students to use reasoning and to develop a plan or a sequence of steps. Students go beyond explaining or describing "how and why" to justifying the "how and why" through application and evidence. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea. Complex and abstract; more demanding reasoning; more than one possible answer

Depth of Knowledge Extended Thinking: Generally requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is NOT a distinguishing factor if the required work is only repetitive and does not require significant conceptual understanding and higher-order thinking. A Level 4 performance will require students to make several connections from multiple sources, relate ideas within the content area or among content areas, and select or devise one approach among many alternatives on how the situation can be solved. Extended activity with extended time provided

Observation Form

Teacher: _____ Date: _____
 School: _____ Subject: _____ Academic Year: _____
 Part of the Lesson: ☐ Beginning ☐ Middle ☐ End Time of Day: _____

Strategies and Delivery Methods

Select those that apply

Advanced/Graphic Organizers

Classroom Discussion

Cooperative Learning

Group Work

Guided Practice

Hands On/Active Learning

Independent Student Work

Inquiry Based Learning

Learning Centers

Lecture

Nonlinguistic Representations

Peer Evaluation

Project Based Learning

Question/Answer

Similarities/Differences

Student Presentations

Summarizing/Note Taking

Student Engagement

High (75-100%)
 Moderate (50-75%)
 Low (25-50%)
 Disengaged (0-25%)

Depth of Knowledge

Not Observed (0)
 Recall (1)
 Skill Concept (2)
 Strategic Thinking (3)
 Extended Thinking (4)

Classroom Structure

Evidence of Student Work Displayed in Classroom

☐ Yes ☐ No

Room Organized

☐ Yes ☐ No

Curriculum/Instruction/Observed

☐ Taught curriculum matches written curriculum

☐ Objectives & DOK Align

☐ Accessible Materials

☐ Clear Learning Targets

☐ Technology Integrated

☐ Knowledgeable about the content

Learning Assessments Observed

☐ Provides Specific and Timely Feedback

☐ Question/Answer

☐ Quiz or Test

☐ Group Response

☐ Individual Response

☐ Conferencing

☐ Observation

☐ None

Learning Environment

☐ Conducive to Learning

☐ Somewhat Conducive

☐ Not Conducive

☐ Disruptive Behavior

☐ Off Task Behavior

☐ Lack of Organization

Observations

Feedback



Demo Training Plan for Dis...

[Not Yet Started](#) | [Discuss](#)



English Language Arts Grade 1

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[Not Yet Started](#) | [Discuss](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[Not Yet Started](#) | [Discuss](#)



English Language Arts Grade 6

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Language Arts Grad...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



English Lanugage Arts Grade 5

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



Family and Consumer Scienc...

[In Progress](#) | [Discuss](#) | [Copy Evidence to Another Plan](#)



Math Grade 1

[Not Yet Started](#) | [Discuss](#)



Math Grade 10

[Not Yet Started](#) | [Discuss](#)



Math Grade 3

[Not Yet Started](#) | [Discuss](#)



Math Grade 6.1

[Not Yet Started](#) | [Discuss](#)

MOST (Missouri Observation Simulation Tool) Observation Form

Teacher: _____ Date: _____
 School: _____ Subject: _____ Academic Year: _____
 Part of the Lesson: ☐ Beginning ☐ Middle ☐ End Time of Day: _____

Video # _____ matches to the following indicators:

**Strategies and
Delivery Methods**

Select those that apply

Advanced/Graphic Organizers

Classroom Discussion

Cooperative Learning

Group Work

Guided Practice

Hands On/Active Learning

Independent Student Work

Inquiry Based Learning

Learning Centers

Lecture

Nonlinguistic Representations

Peer Evaluation

Project Based Learning

Question/Answer

Similarities/Differences

Student Presentations

Summarizing/Note Taking

Student Engagement

High (75-100%)
 Moderate (50-75%)
 Low (25-50%)
 Disengaged (0-25%)

Low

Moderate

Depth of Knowledge

Not Observed (0)
 Recall (1)
 Skill Concept (2)
 Strategic Thinking (3)
 Extended Thinking (4)

Recall

Skill Concept

Observations

Feedback

Classroom Structure

Evidence of Student Work Displayed in Classroom

☐ Yes ☐ No

Room Organized

☐ Yes ☐ No

Curriculum/Instruction/Observed

☐ Taught curriculum matches written curriculum

☐ Objectives & DOK Align

☐ Accessible Materials

☐ Clear Learning Targets

☐ Technology Integrated

☐ Knowledgeable about the content

Learning Assessments Observed

☐ Provides Specific and Timely Feedback

☐ Question/Answer

☐ Quiz or Test

☐ Group Response

☐ Individual Response

☐ Conferencing

☐ Observation

☐ None

Learning Environment

☐ Conducive to Learning

☐ Somewhat Conducive

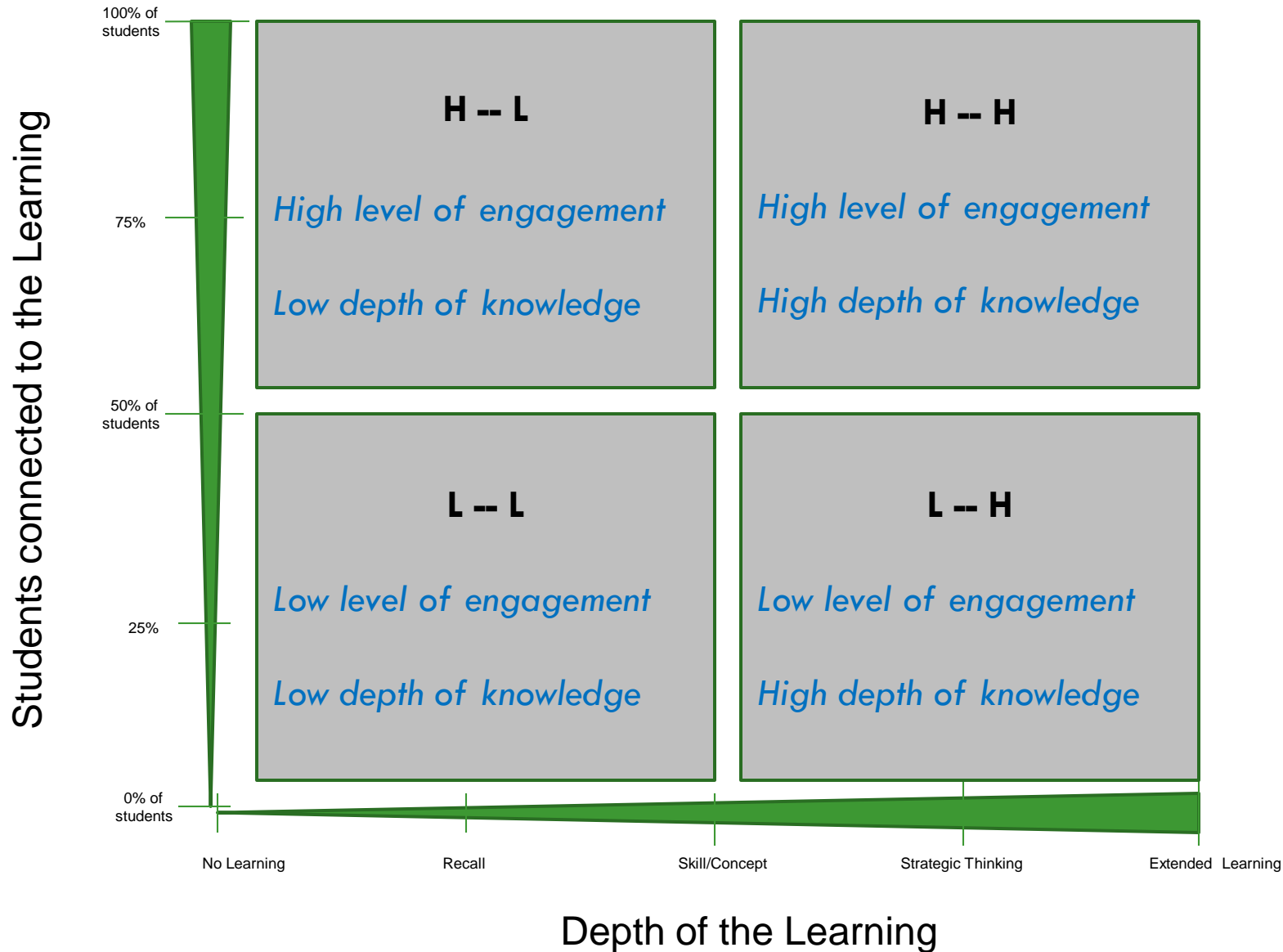
☐ Not Conducive

☐ Disruptive Behavior

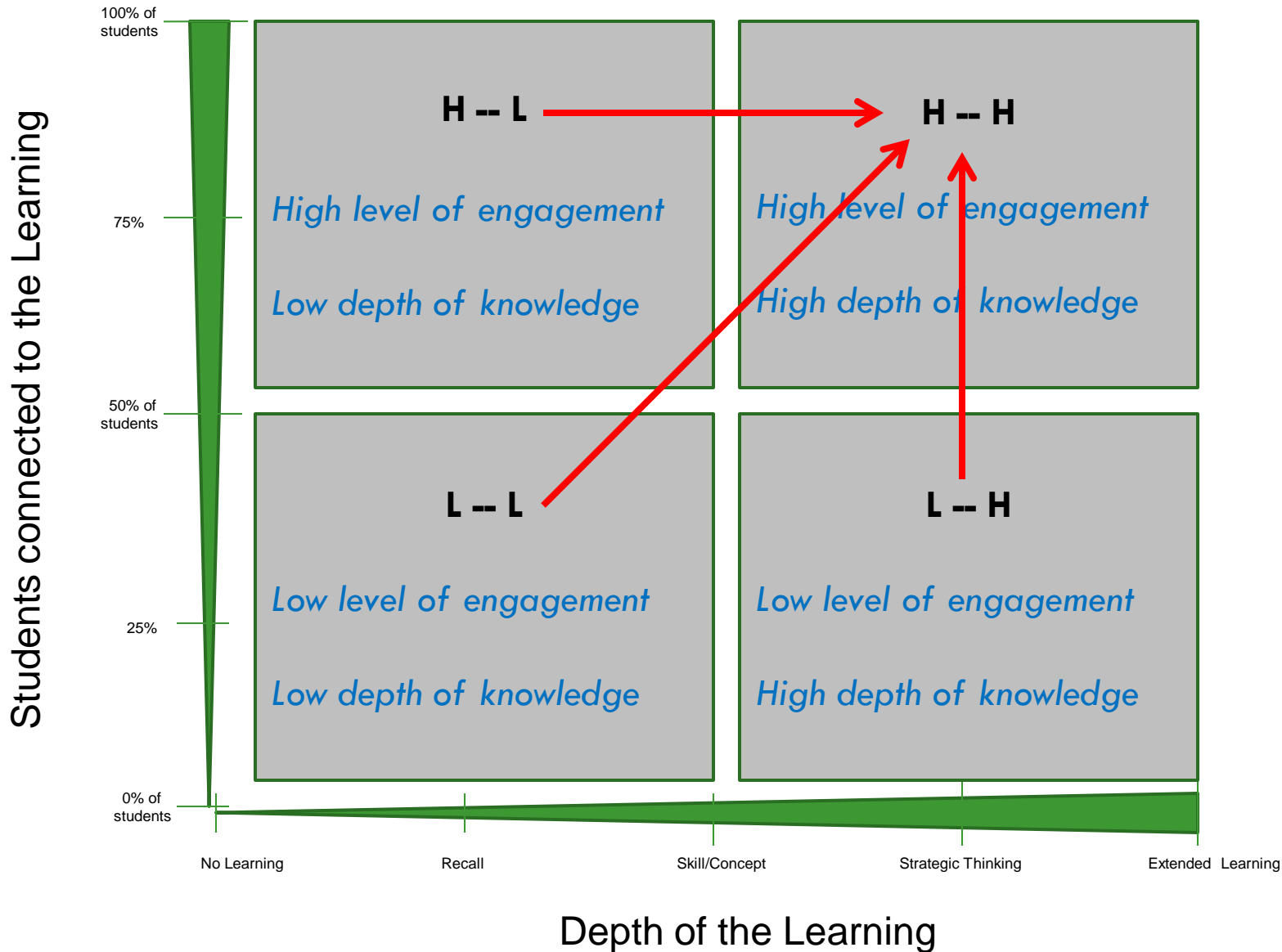
☐ Off Task Behavior

☐ Lack of Organization

BREAKING DOWN STUDENT ENGAGEMENT



BREAKING DOWN STUDENT ENGAGEMENT



MOST (Missouri Observation Simulation Tool) Observation Form

Teacher: _____ Date: _____
 School: _____ Subject: Grade 6-8 FACS Academic Year: _____
 Part of the Lesson: ☐ Beginning ☐ Middle ☐ End Time of Day: _____

Video # _____ matches to the following indicators: 4.2

Strategies and Delivery Methods <small>Select those that apply</small>	<u>Student Engagement</u> High (75-100%) Moderate (50-75%) Low (25-50%) Disengaged (0-25%)	<u>Depth of Knowledge</u> Not Observed (0) Recall (1) Skill Concept (2) Strategic Thinking (3) Extended Thinking (4)	<u>Classroom Structure</u> Evidence of Student Work Displayed in Classroom <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Room Organized <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Advanced/Graphic Organizers			<u>Curriculum/Instruction/Observed</u> <input type="checkbox"/> Taught curriculum matches written curriculum <input type="checkbox"/> Objectives & DOK Align <input type="checkbox"/> Accessible Materials <input checked="" type="checkbox"/> Clear Learning Targets <input type="checkbox"/> Technology Integrated <input type="checkbox"/> Knowledgeable about the content	
Classroom Discussion				
Cooperative Learning				
Group Work				
Guided Practice				
Hands On/Active Learning				
Independent Student Work				
Learning Centers				
Lecture	Moderate	Not Observed		
Nonlinguistic Representations				
Peer Evaluation			<u>Learning Assessments Observed</u> <input type="checkbox"/> Provides Specific and Timely Feedback <input type="checkbox"/> Question/Answer <input type="checkbox"/> Quiz or Test <input type="checkbox"/> Group Response <input type="checkbox"/> Individual Response <input type="checkbox"/> Conferencing <input type="checkbox"/> Observation <input checked="" type="checkbox"/> None	
Project Based Learning				
Question/Answer				
Similarities/Differences				
Student Presentations	Low	Recall		
Summarizing/Note Taking				
Observations				<u>Learning Environment</u> <input type="checkbox"/> Conducive to Learning <input type="checkbox"/> Somewhat Conducive <input checked="" type="checkbox"/> Not Conducive <input checked="" type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Off Task Behavior <input checked="" type="checkbox"/> Lack of Organization
<ul style="list-style-type: none"> Students entered the classroom in a disruptive manner (yelling, hands on each other). There appeared to be no routine or expectation set for the beginning of class. It appears that most students were looking at the tv during the video, however it cannot be determined how much students were really following along cognitively. Student presentation involved two students. 				
Feedback				
<ul style="list-style-type: none"> What type of behavior management system have you tried? Let's establish some clear expectations for students. Talk to me about the learning outcome of the video you showed? How do you know if students learned what you were trying to get to them to learn? 				

Teacher's Signature/Date _____

Observer's Signature/Date _____

Signatures indicate the document has been reviewed and discussed.

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging			Developing		Proficient		Distinguished	
1E1) The emerging teacher...			1D1) The developing teacher also...		1P1) The proficient teacher also...		1S1) The distinguished teacher also...	
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.			Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.		Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.		Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.	
Professional Frames								
Evidence of Commitment <i>Is well prepared to guide students to a deeper understanding of content</i>			Evidence of Commitment <i>Stays current on new content and incorporates it into lessons</i>		Evidence of Commitment <i>Use of supplemental primary sources that are aligned to local standards</i>		Evidence of Commitment <i>Continually expands knowledge base on content and infuses into content</i>	
Evidence of Practice <i>Instruction reflects accuracy of content knowledge</i>			Evidence of Practice <i>Instruction indicates an appreciation of the complexity and ever evolving nature of the content</i>		Evidence of Practice <i>Instructional focus is on the most important concepts of the content and includes new content as appropriate</i>		Evidence of Practice <i>Continually seeks out new information and applies it to learning in their classroom</i>	
Evidence of Impact <i>Students are generally familiar with academic language</i>			Evidence of Impact <i>Students are able to use academic language</i>		Evidence of Impact <i>Students accurately use academic language related to their discipline</i>		Evidence of Impact <i>Students communicate effectively using academic language from a variety of sources</i>	
Score =	0	1	2	3	4	5	6	7



[Observation 1](#)
[Artifacts](#)
[Unaligned Evidence](#)
[Evidence / Score](#)
[Results Explorer](#)
[Evidence Comparison](#)

Mean Score : User: 2.00
Master Coder: 2.33 | User Mean Absolute Deviation : 0.33

1.1a: Describes developmental characteristics of students	Ineffective 0 of 2 (0%)	Developing 0 of 2 (0%)	Effective 2 of 2 (100.0%)	Highly Effective 0 of 2 (0%)
1.1b: Creates developmentally appropriate lessons	Ineffective 0 of 0 (0%)	Developing 0 of 0 (0%)	Effective 0 of 0 (0%)	Highly Effective 0 of 0 (0%)
1.2a: Uses strategies to support learning and language acquisition	Ineffective 0 of 0 (0%)	Developing 0 of 0 (0%)	Effective 0 of 0 (0%)	Highly Effective 0 of 0 (0%)
1.2b: Uses current research	Ineffective 0 of 0 (0%)	Developing 0 of 0 (0%)	Effective 0 of 0 (0%)	Highly Effective 0 of 0 (0%)
1.3a: Meets diverse learning needs of each student	Ineffective 0 of 0 (0%)	Developing 0 of 0 (0%)	Effective 0 of 0 (0%)	Highly Effective 0 of 0 (0%)
1.3b: Plans for student strengths, interests, and experiences	Ineffective 0 of 0 (0%)	Developing 0 of 0 (0%)	Effective 0 of 0 (0%)	Highly Effective 0 of 0 (0%)
1.4a: Communicates with parents, guardians, and/or caregivers.	Ineffective 1 of 1 (100.0%)	Developing 0 of 1 (0%)	Effective 0 of 1 (0%)	Highly Effective 0 of 1 (0%)
1.5a: Incorporates the knowledge of school community and environmental factors	Ineffective 0 of 0 (0%)	Developing 0 of 0 (0%)	Effective 0 of 0 (0%)	Highly Effective 0 of 0 (0%)
1.5b: Incorporates multiple perspectives	Ineffective 0 of 1 (0%)	Developing 1 of 1 (100.0%)	Effective 0 of 1 (0%)	Highly Effective 0 of 1 (0%)

Evidence Comparison

← → ↺ https://www.mjpelevate.com/dashboard.html#

Apps M.P. ETS Classroom Vide... M.P. MOST

Missouri EDUCATION

Training Calibration Reports Settings Missour... Master Coder

New Observation Unaligned Evidence Artifacts Evidence / Score Results Explorer Evidence Comparison Feedback

Standard 1

1: Content knowledge aligned with appropriate instruction

1.2 Student engagement in subject matter

Your Score

Developing (4)

Master Coder's Score

Developing (4)

Your Rationale

Based on strong teacher practices and limited data, this teacher was given a score of 4. The teacher used kinesthetic strategies, gestures, and choral response to engage her students, and she used student questions to prompt the lesson. Moreover, by referencing the prior lesson, the teacher tapped prior knowledge and helped students make connections. Though her instructional strategies did prompt higher levels of engagement, no evidence existed as to whether her students could articulate why the learning activities caused them to learn. Also, the teacher missed some opportunities to see a more positive response from students on prior knowledge questions.

Master Coder's Rationale

Based on strong teacher practices and limited data, this teacher was given a score of 4. The teacher used kinesthetic strategies, gestures, and choral response to engage her students, and she used student questions to prompt the lesson. Moreover, by referencing the prior lesson, the teacher tapped prior knowledge and helped students make connections. Though her instructional strategies did prompt higher levels of engagement, no evidence existed as to whether her students could articulate why the learning activities caused them to learn. Also, the teacher missed some opportunities to see a more positive response from students on prior knowledge questions.

Your Evidence

Type	Time	Evidence	Component
	00:39	References prior lesson to enhance student engagement	New Observation
	01:20	[1.2] Teacher uses kinesthetic strategies, gestures, choral response to engage students in subject matter	New Observation
	01:22	Uses kinesthetic strategies, gestures, and choral response to engage students	New Observation
	01:44	[1.2] Teacher references prior lesson to engage students in subject matter	New Observation
	01:53	Using kinesthetic strategies, gestures, and choral response to engage students	New Observation
	02:26	[1.2] Teacher uses stagecraft to engage students in material	New Observation
	03:21	[1.2] Teacher uses student questions to prompt lesson	New Observation
	03:59	Using student questions to prompt lesson activities	New Observation

Master Coder's Evidence

Type	Time	Evidence	Component
	00:39	References prior lesson to enhance student engagement	New Observation
	01:22	Uses kinesthetic strategies, gestures, and choral response to engage students	New Observation
	01:53	Using kinesthetic strategies, gestures, and choral response to engage students	New Observation
	03:59	Using student questions to prompt lesson activities	New Observation

Export to PDF

Orientation: Portrait Landscape

Go Back to Training List Tutorial View Rubric

Training Plan: 1.2 - Student engagement

Feedback Tab

The screenshot shows a web browser window with the URL <https://www.mlpelevate.com/dashboard.html#>. The page is titled "Missouri EDUCATION" and features a navigation bar with tabs: "New Observation", "Unaligned Evidence", "Artifacts", "Evidence / Score", "Results Explorer", "Evidence Comparison", and "Feedback" (which is highlighted in orange). Below the navigation bar, the "Feedback" section contains a text area for user input. The text area is pre-filled with the following content:

Your exposure of students to a different style of music as an introduction to a new piece of music is an innovative way to approach the intent of indicator 1.4. Let's talk about how effective you think this activity was in providing your students a meaningful learning experience. (the following questions/reflections might be helpful in the discussion):

- Did you see or hear any kind of change in the students playing as a result of their experience with the introduction you provided?
- What types of questions did students ask that led you to bring this into the classroom?
- What is something you could do to work with another teacher in incorporating their curriculum or other discipline into your classroom?
- How could you have helped students show they understand the connection between the rhythm and the music?

At the bottom right of the text area, there is a "Save Feedback" button. At the bottom of the page, there is a footer with links: "Go Back to Training List", "Tutorial", and "View Rubric". On the far right of the footer, it says "Training Plan: 1.4 - Interdisciplinary Instruction".

Questions to consider

Why is it important to agree on Engagement and Depth of Knowledge?

In what ways can MOST help create agreement between teachers and administrators?

What further questions do you have?

Missouri Supporting Educator Evaluation MoSEE

REGISTRATION FORM

First Name _____

Last Name _____

Email _____

School Name _____

School District _____

School Address _____

City _____

State _____ Zip Code _____

School Phone _____

Fax _____

Method of Payment:

_____ Check

_____ Purchase Order # _____

_____ Credit Card

_____ Card Number

Expiration Date _____ CSV _____

To register for Elementary or Middle Level Communities:
return to MAESP, 3550 Amazonas Drive, Jefferson City, MO
65101 or maesp@maesp.com.
Fax: 573-556-6270

To register for Junior High or High School Communities:
return to MASSP, 2409 West Ash St., Columbia, MO 65203 or
massp@moassp.org.
Fax: 573-445-6416

Cancellation Policy: Cancellations will be accepted ONLY if received 72 hours (3 business days) or more prior to the initial training and will be subject to a \$50 administrative charge. Any cancellations not received within 72 hours (3 business days) will be charged the entire fee.

About Mike Rutherford

After more than 20 years using workshops, institutes, television, and online technology, Mike Rutherford is at the forefront of educator development across the United States. Formerly a high school chemistry teacher, coach, and middle school principal, Mike received his BA in Education from Indiana State University and his MA in Educational Leadership from the University of North Carolina.

Mike served as Executive Director at the noted Mayerson Academy in Cincinnati, OH, which specializes in a broad range of educator development programs. He co-designed, with colleague Dr. Larry Rowedder, the "Requisites of a Leader" program to teach school principals essential leadership skills required of their position. For teachers, he developed "Creating the Learning Centered School" (LCS). LCS presents 18 essential capacities that teachers must know so their work will mesh with the psychological and physical realities of how humans learn. These programs and more unite under the umbrella of Rutherford Learning Group (RLG). RLG designs and leads "best of class" development experiences for educators.

Mike has consulted in the state of Missouri, most recently with the Ft. Zumwalt and Branson School Districts. Missouri is proud to welcome Mike back to Missouri to support building the capacity of our principal leaders with a specific focus on providing effective feedback to teachers.

Missouri Supporting Educator Evaluation

A Teacher Observation and Feedback Initiative



Sponsored By:

Missouri Department of Elementary and
Secondary Education (DESE)

Missouri Association of Elementary
School Principals (MAESP)

Missouri Association of Secondary
School Principals (MASSP)

Missouri Professors of Educational
Administration (MPEA)

MoSEE Findings:

Small to modest increase fall to spring (1-9 pts)

- *My evaluator had knowledge of my subject/content to effectively evaluate me*
- *The feedback I received was an accurate portrayal of my teaching*
- *Classroom observations or walkthroughs that informed the feedback that I received represented a typical day in my classroom*
- *The evaluation system is accurate enough that different evaluators reviewing the same evidence would likely give the same ratings*
- *My evaluator had understanding of the curriculum being observed to effectively evaluate me*

MoSEE Findings:

Modest to large increase fall to spring (+10 pts)

- *My evaluator's feedback included specific instructional strategies that I could use to improve my teaching*
- *My evaluator's feedback included specific classroom management strategies that I could use to improve my teaching*
- *My evaluator's feedback included recommendations for finding resources or professional development to improve my teaching*
- *Because of the feedback I received from my evaluator, I tried new classroom management strategies in my classroom*
- *I would receive the same feedback if my evaluator examined different evidence*
- *Because of the feedback I received from my evaluator I sought advice from an instructional leader*

MoSEE Findings:

Very large increase fall to spring (+15 pts)

- *My evaluator's feedback included specific improvement suggestions*
- *My evaluator's feedback included specific suggestions to improve my content/subject knowledge*
- *I was able to observe expert teachers modeling skills that related to my feedback*
- *Feedback, both conversations and written, increased 17-19 pts from fall to spring*

OVER 20 percentage point difference

- *Because of the feedback I received from my evaluator, I sought professional development (formal or informal)*

Contact Us

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